

Illustrator
Howard Chaney

Editor
Marsha Kearns

Editorial Project Manager
Ina Massler Levin, M.A.

Editor-in-Chief
Sharon Coan, M.S. Ed.

Art Director
Elayne Roberts

Associate Designer
Denise Bauer

Cover Artist
Sue Fullam

Product Manager
Phil Garcia

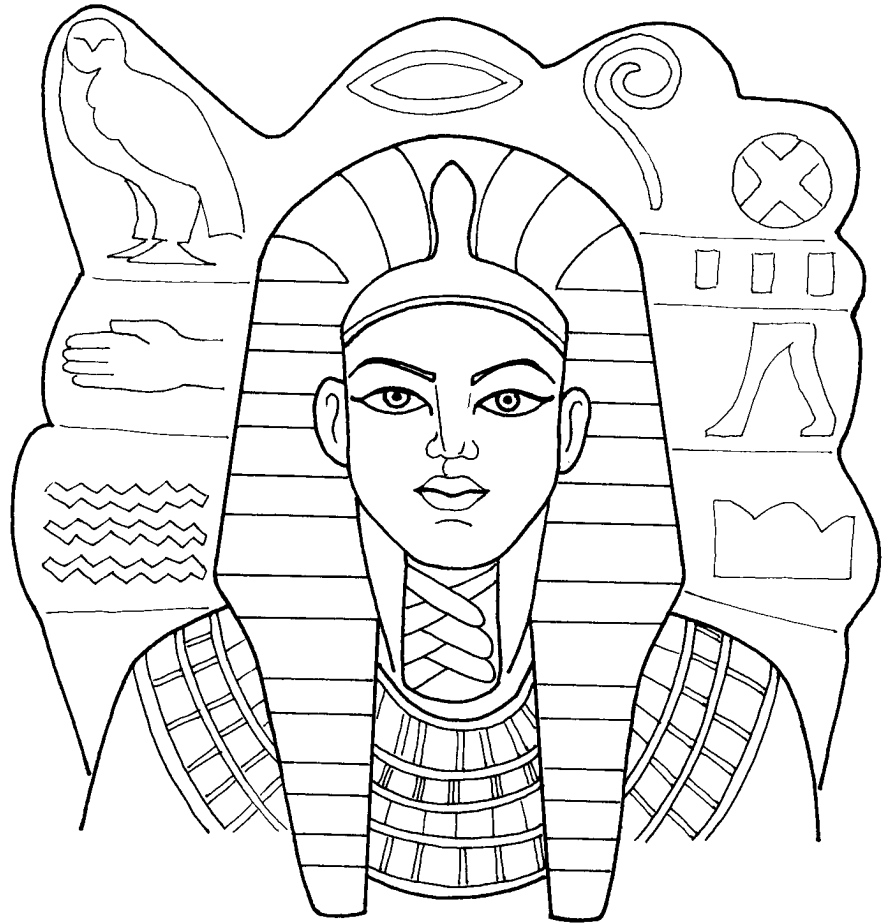
Imaging
Alfred Lau
Ralph Olmedo, Jr.

Publishers
Rachelle Cracchiolo, M.S. Ed.
Mary Dupuy Smith, M.S. Ed.

Interdisciplinary Unit

Ancient Egypt

CHALLENGING



Author

Michelle Breyer, M.A.



Teacher Created Materials, Inc.

6421 Industry Way
Westminster, CA 92683
www.teachercreated.com

ISBN-1-55734-574-0

©1996 *Teacher Created Materials, Inc.*

Reprinted, 2002

Made in U.S.A.

The classroom teacher may reproduce copies of materials in this book for classroom use only. The reproduction of any part for an entire school or school system is strictly prohibited. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher.

Table of Contents

Introduction	4
Preunit Motivation	5
<i>Historical Developments in Ancient Egypt</i> —Chart of Ancient Egypt’s History—Comparison Chart—Picture Dictionary—Using Videos	
Geography	10
<i>Saba the Farmer</i> —Vocabulary and Comprehension—Make a Map—Make a Travel Brochure and Commercial—The Ancient Cities of Egypt—News on the Nile—Farming the Land—Informative Writing—Organizing Informative Writing—Editing Checklist—Make Paper from Papyrus—Make Paper From Other Paper—Gifts of the Nile	
Economy, Trade, and Transportation	29
<i>Misa the Merchant</i> —Vocabulary and Comprehension—Travel Log—Create a Barter Market—Trace the Trade Routes	
Science and Achievements	37
<i>Egyptian Math and Medicine</i> —Count Like an Egyptian—Egyptian Computation—Answer Key—Make a Water Clock— <i>Building the Pyramids</i> —Vocabulary and Comprehension—Pyramid Building—Design a Pyramid—Pyramid Pattern—Pyramid Math—Building the Pyramids Puzzle— Simple Machines —Load and Effort—The Inclined Plane: An Experiment—The Screw: An Experiment—Inclined Plane Patterns—The Wedge—The Lever—The Lever Advantage—An Experiment—The Lever Advantage: Results of Experiments—Answer Key—Exploring Types of Levers—Real-World Levers—Identifying Real-World Levers—Answer Key	
Simple Machines: Assessment and Answer Key	79
Education and the Arts	84
<i>Shunat the Scribe Student</i> —Vocabulary and Comprehension— School Days Then and Now—Write a Compare and Contrast Composition—Compare and Contrast Chart—Hieroglyphics Code—Scribe School Sentences—School Days Then and Now Illustration Page—Make a Personal Cartouche—Make a Scarab Seal Stamp— <i>Anen the Artist</i> —Vocabulary and Comprehension—Build Temple Workshops—Mathematical Grid Egyptian Portraits—Make a Relief Carving—Make Clay Coil Pottery—Egyptian Paste (Faience) Amulets or Shabti Sculptures	
Religion	113
<i>Pentah the Priest</i> —Vocabulary and Comprehension—The Many Egyptian Gods—Identify Egyptian Gods—The Puzzling Egyptian Gods—Write Poems about the Gods—Write an Egyptian Story or Myth—Story Plot Outline— <i>Beshet the Burial Priest</i> —Vocabulary and Comprehension—Investigate Mummy-X—Specialists’ Reports—Conclusions Chart—Answer Key—Cooperative Group Project: Make a Mummy	

Table of Contents *(cont.)*

Government	144
<i>Ramose the Pharaoh's Vizier</i> —Vocabulary and Activities—Make a Double Crown or Headdress—Red Crown (Pattern)—Research Some Famous Pharaohs—Group Presentation Outline—Presentation Evaluation Form—Famous Pharaohs Data Sheet—Pharaoh Evaluation— Howard Carter's Incredible Discovery —The Tomb of Tutankhamen—King Tut's Mummy Mask—Could It Be Ramses?	
Society and Family	162
<i>Shaan the Nobleman's Wife</i> —Vocabulary/Comprehension—Climb the Social Pyramid—Dear Diary—Cities and Homes Activities—Make a Senet Game—Persuasive Writing—Persuasive Writing Organizer—Trends of the Times—Make a Cloth Headdress—Make an Egyptian Collar	
Living History	
A Day in Ancient Egypt	179
Ancient Egypt Unit Assessment	183
Multiple Choice—Matching—Fill in the Blanks—Essay	
Answer Key	187
Literature Connection: <i>The Golden Goblet</i>	188
<i>Literature Connection Planning Guide</i> —Using Literature—Preparing to Teach the Literature Lessons—Background Information—Vocabulary Activities—Comprehension Activities—Before Reading the Book	
<i>Section 1 (Chapters 1–3):</i> Vocabulary—Comprehension Questions—Character Web—Write a Monologue or Dialogue—Similes	
<i>Section 2 (Chapters 4–6):</i> Vocabulary—Comprehension Questions—Heqet's Sayings—Write a Friendship Poem—Culture Clues—The Job Debate—Superstitions	
<i>Section 3 (Chapters 7–9):</i> Vocabulary—Comprehension Questions—Cartoon Dialogue—Can You Explain?—Speech Organizer—Speech Evaluation Form—Autobiographical Incident—Autobiographical Incident Organizer	
<i>Section 4 (Chapters 10–12):</i> Vocabulary—Comprehension Questions—Secrets—Chapter Dramas—Design a Golden Goblet	
<i>Section 5 (Chapters 13–16):</i> Vocabulary—Comprehension Questions—You Write the Climax—Memory Test—Make a Story Map	
Vocabulary Review	218
Plot Problems	219
Answer Key	220
Technology Bibliography	222
Bibliography	224

Introduction

Ancient Egypt is an exciting, whole-language, interdisciplinary unit. Its pages are filled with a wide variety of lesson ideas as well as reproducible pages for use with intermediate and middle school students. The ancient Egypt theme is connected to the curriculum with individual, classroom, and cooperative learning activities in reading, language arts (written and oral), science, social studies, math, art, music, and life skills.

This unit is divided into the following sections to allow for easy thematic planning: Geography; Economy, Trade, and Transportation; Science and Achievement; Education and the Arts; Religion; Government; Society and Family; and Literature Connection: *The Golden Goblet*. The lessons are designed so that they can be used in conjunction with social studies and science textbooks.

This interdisciplinary unit includes the following:

- Bulletin Board and Transparency Ideas—provide motivational, interactive, and informative ideas
- Curriculum Connections—incorporate skills in math, science, language arts, fine arts, and social studies
- Visual and Performing Arts—create opportunities for students in the areas of art, architecture, construction, drama, and music
- Whole-Language Experiences—offer a wide variety of reading techniques, ideas for writing passages and poetry, and oral language activities
- Group Projects and Activities—foster cooperative learning strategies and critical thinking skills
- Moments in Time—transport students back in time through reading selections, readers theater, and reenactments
- Living History—A Day in Ancient Egypt—provides research ideas, activities, and suggestions for re-creating a day in the life of the Ancient Egyptians
- Literature Connection: *The Golden Goblet*—a book and activities related to the theme
- Technology—suggests uses of technology that can be integrated throughout the unit and correlated with the theme
- Bibliography—lists additional materials related to the theme

Moments in Time—Readers Theater Center

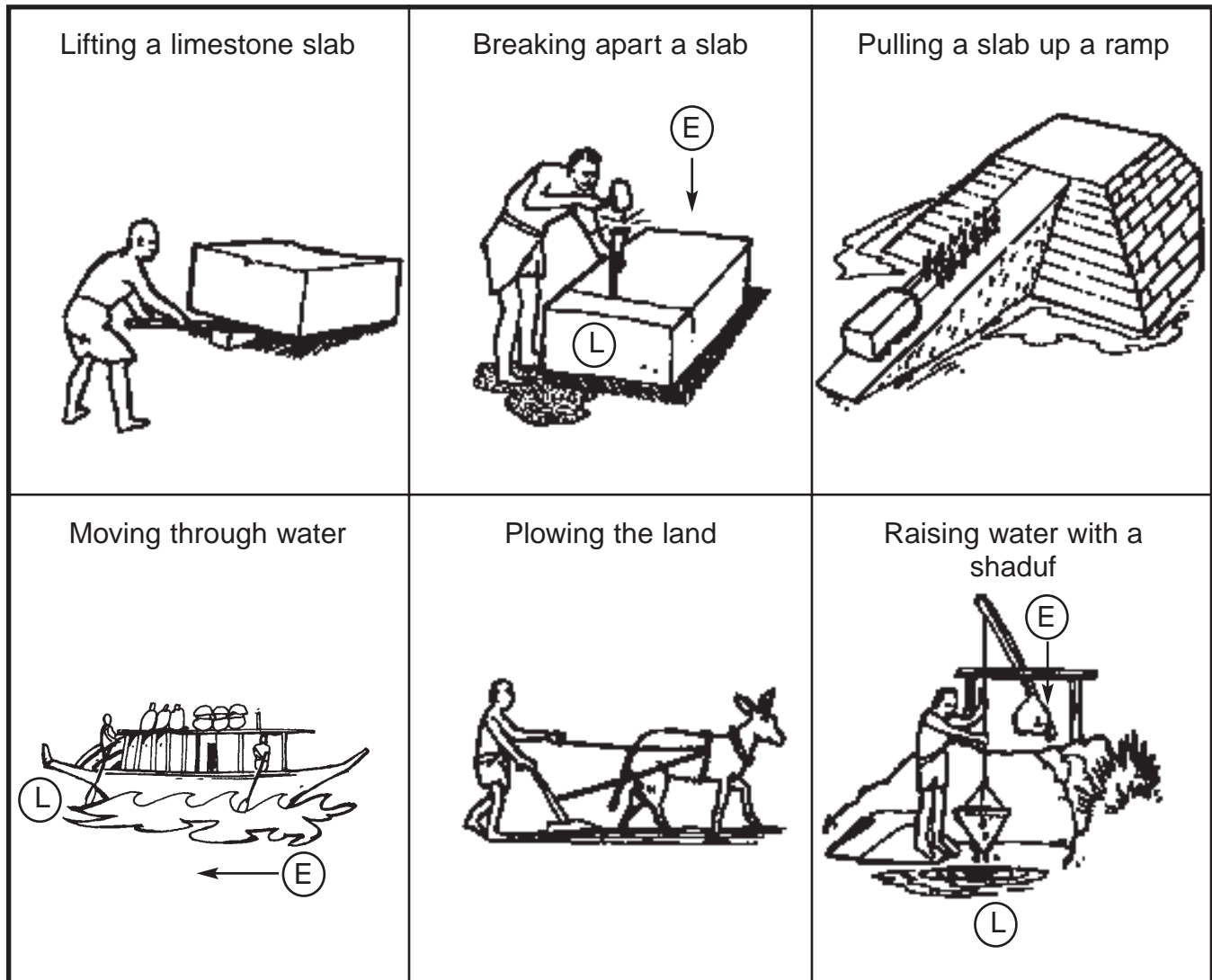
Each section has an informative and enjoyable read-aloud play or narrative about Ancient Egypt. Through reenactment, students will experience “going back in time.” Reproduce a script for each student so they can participate and/or read along as the plays or narratives are presented orally to the class. Use the scripts as a springboard for introducing and discussing how the Ancient Egyptians lived. Vocabulary and comprehension activities further understanding and knowledge of this important civilization.

Simple Machines

All machines, no matter how complex, are made of one or more simple machines. The six simple machines are the inclined plane, wedge, screw, lever, wheel and axle, and pulley. People use machines because they provide an advantage over doing work without a machine. When we work we use force (effort) to overcome a resistance (load). When we work, we use effort over a distance to move a load. When you lift a book from the floor to a table, you are working!

Lifting one book may not be very hard work, but what about lifting ten books? How could you lift something too heavy for you to pick up? You need something to give you more force. You need a simple machine. Simple machines can give you more force, give you more distance, or give you more speed. For example, you can walk to school, or you can use a machine—a bike. With a bike, you can use less effort over the same distance in less time. It's easier and it's faster.

The Ancient Egyptians understood these principles and used simple machines to do work such as irrigating, plowing, and building. Below are some pictures of Egyptians using simple machines in their daily lives. Three of them have been labeled to show the load and the direction of the effort applied. Look at the other pictures and identify the load and the direction of effort.



Make a Relief Carving

Another popular form of art was carving the walls inside the tombs or temples before painting them. Have students create their own relief carvings.

Preparing for the lesson:

1. Prepare the tile grout at least one day ahead of time. Gather a plastic tub, sturdy spoon, and a medium-sized bag of white tile grout. Mix the tile grout, following the directions on the bag. Pour the prepared grout mix into Styrofoam meat trays (one for each student; one for your sample) to about a half-inch (1.25 cm) thick. Let the grout set overnight.
2. Make a sample. Gather samples of Egyptian art to use as other samples.
3. Gather scratch paper and a carving tool for each student (thick paper clips work well).
4. Assemble water color paints, cans of water, and brushes.
5. Cover work areas with paper or plastic to catch tile grout dust as students carve.

Teaching the lesson:

1. Tell students that they each will be making an Egyptian relief painting by carving and painting a plasterlike surface. Display the samples.
2. Distribute scratch paper and have students draw the images they want to carve onto the tile grout. Remind them to keep it simple—a face, animal, Egyptian symbol, or part of a picture that is like a broken fragment from a tomb wall.
3. Distribute a slab of dried tile grout to each student. Have students keep the tile grout in the tray until the project is completed.
4. Have students lightly pencil-sketch their drawings onto the tile grout.
5. Distribute paper clips. Have students carve out the outlines of their pictures or carve away the backgrounds, leaving their pictures standing out in relief.
6. Once the carvings are complete, invite students to paint their carvings, using very little water, since the colors will bleed. Have students practice on the backs of their carvings before painting the fronts. Have them carve their initials on the backs, too.
7. Display the painted reliefs on a counter by removing them from the trays and placing them on a small sheet of colored construction paper. Have students write their names and titles on the construction paper. Some students may choose to carefully break away the edges to give a rough, authentic look to their relief.
8. Option: use light-brown tile grout and have the students make an unpainted carving.

